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ABSTRACT

The work plan described in this document begins with a review of the statutory foundation for the Indiana State Commission for Higher Education's mission, and explains the Commission's purpose, powers, and duties. An account of the Commission's primary responsibilities (mission) is provided, followed by a recounting of the principles of operation that it follows in carrying out these responsibilities. The Commission's broad goals are: (1) to provide access and choice of educational opportunities to its citizens, (2) to develop a comprehensive range of educational programs, (3) to maintain and improve educational quality, (4) to support sustained basic and applied research, and (5) to meet community and industrial needs. The planning initiatives discussed include: improving college participation, improving preparation for postsecondary education, improving undergraduate education, strengthening postsecondary technical education and professional and graduate education, improving the use of technology, improving educational productivity, and reviewing the budgetary process. (GLR)

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THE COMMISSION WORK PLAN 1989-91
(Decision Item)

September 8, 1989

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HE 023623

COMMISSION FOR HIGHER EDUCATION
Friday, September 8, 1989

DECISION ITEM C: The Commission Work Plan 1989-91

Staff Recommendation

That the Commission adopt the Commission Work Plan for 1989-91 dated September, 1989.

Background

Every two years the Commission updates its Work Plan and in it indicates what it hopes to accomplish for a three-year period. The first draft was circulated to the Commission and comments were requested from the postsecondary institutions in August.

This Work Plan has in part been revised to reflect the suggestions and modifications which the Commission members and the institutions have made during the past month. This document represents the results of a six-month review of Commission past efforts with many constituents and will form the basis of the Commission's planning initiatives over the next two years.

Supporting Document

The Commission Work Plan 1989-91, dated September, 1989.

DRAFT
COMMISSION FOR HIGHER EDUCATION



Commission Work Plan
1989-1991

101 West Ohio Street #550
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September 8, 1989

Agenda 87

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Preface

(to be revised)

Betty Ortman
Chairman

Clyde R. Ingle
Commissioner

Statutory Authority and Mandates

The following excerpts from Indiana Code 20-12-0.5 are the statutory foundation for the Commission for Higher Education's mission.

The general purposes of the commission are the following:

- (1) Plan and coordinate Indiana's state supported system of postsecondary education.
- (2) Review appropriation requests for postsecondary education.
- (3) Make recommendations to the governor, state budget agency, or the general assembly concerning postsecondary education.
- (4) Perform other function assigned by the governor or the general assembly, except those functions specifically assigned by law to the commission on vocational and technical education.

The commission shall have the following powers and duties:

- (1) To develop, continually keep current, and implement a long range plan for postsecondary education. In developing this plan, the commission shall take into account the plans and interests of the state private institutions, anticipated enrollments in state postsecondary institutions, financial needs of students, other factors pertinent to the quality of educational opportunity available to the citizens of Indiana. The plan shall define the educational missions and the projected enrollments of the various state educational institutions.
- (2) To consult with and make recommendations to the commission on vocational and technical education on all postsecondary vocational education programs. The commission shall biennially prepare a plan for implementing postsecondary vocational education programming after considering the long-range state plan developed under IC 20-1-18.3-10. The commission shall submit this plan to the commission on vocational and technical education for its review and recommendations, and shall specifically report on how the plan addresses preparation for employment.
- (3) To make recommendations to the general assembly and the governor concerning the long-range plan, and prepare to submit drafts and proposed legislation needed to implement the plan. The commission may also make recommendations to the general assembly concerning the plan for postsecondary vocational education under subdivision (2).

- (4) To review the legislative request budgets of all state educational institutions preceding each session of the general assembly and to make recommendations concerning appropriations and bonding authorizations to state educational institutions including public funds for financial aid to students by any state agency. The commission may review all programs of any state educational institution, regardless of the source of funding, and may make recommendations to the governing board of the institution, the governor, and the general assembly concerning the funding and the disposition of the programs. In making this review, the commission may request and shall receive, in such form as may reasonably be required, from all state educational institutions, complete information concerning all receipts and all expenditures.
- (5) To submit to the commission on vocational and technical education for its review under IC 20-1-18.3-15 the legislative budget requests prepared by state educational institutions for state and federal funds for vocational education. These budget requests shall be prepared upon request of the state budget director, shall cover the period determined by the state budget director, and shall be made available to the commission before review by the state budget committee.
- (6) To make, or cause to be made, studies of the needs for various types of postsecondary education and to make recommendations to the general assembly and the governor concerning the organization of these programs. The commission shall make or cause to be made studies of the needs for various types of postsecondary vocational education and shall submit to the commission on vocational and technical education its findings in this regard.
- (7) To approve or disapprove the establishment of any new branches, regional or other campuses, or extension centers or of any new college or school, or the offering on any campus of any additional associate, baccalaureate, or graduate degree, or of any additional program of two (2) semesters, or their equivalent in duration, leading to a certificate or other indication of accomplishment. After March 29, 1971, no state educational institution shall establish any new branch, regional campus, or extension center or any new or additional academic college, or school, or offer any new degree or certificate as defined in this subdivision without the approval of the commission or without specific authorization by the general assembly. Any state educational institution may enter into contractual agreements with governmental units or with business and industry for specific programs to be wholly supported by the governmental unit or business and industry without the approval of the commission.
- (8) If so designated by the governor or the general assembly, to serve as the agency for the purposes of receiving or administering funds available for postsecondary education programs, projects, and facilities for any of the acts of the United States Congress where the acts of Congress require the state to designate such an agency or commission. However, this subdivision does not provide for the designation of the commission by the governor as the recipient of funds which may be provided by acts of the United States Congress, received by an agency, board, or commission designated by the general assembly.
- (9) To designate and employ an executive officer and necessary employees, to designate their titles, and to fix the compensation in terms of the employment.

- (10) To appoint appropriate advisory committees composed of representatives of state educational institutions, representatives of private colleges and universities, students, faculty, and other qualified persons.
- (11) To employ all powers properly incident to or connected with any of the foregoing purposes, powers, or duties including the power to adopt rules.
- (12) To develop a definition for and report biennially to the: (A) general assembly; (B) governor; and (C) commission on vocational and technical education; on attrition and persistence rates by students enrolled in state vocational education.

Beyond the original legislation (as amended) for the commission, the commission has been assigned several additional statutory duties:

- (13) Review of Capital projects. The commission is to review:
 - new construction exceeding \$90,000 or lease purchases exceeding \$50,000,
 - repair and rehabilitation projects exceeding \$250,000,
 - leases exceeding \$50,000.
- (14) State Student Assistance Commission budget review. The commission for higher education shall review the budget request of the [student assistance] commission and make recommendations to the governor and the general assembly concerning appropriations to the [student assistance] commission. In making the review the commission for higher education may request and shall receive complete information concerning all receipts and all expenditures from the [student assistance] commission.
- (15) Equipment tax credits. The commission is to establish, update annually, and certify a list of high technology equipment that may be donated to schools to qualify for the credit.
 - To establish procedures under which taxpayers may apply to have equipment certified as qualified high technology equipment.
 - To receive applications and to determine that [donated] equipment is qualified high technology equipment, and to so certify.
 - To adopt rules for determining the book value or cost of high technology equipment.
- (16) Performance Assessment. The commission is to summarize — from reports submitted by the institutions — performance on selected statewide goals and objectives from 1986-87.
- (17) Program Start-up. Together with the commission on vocational and technical education, the commission may recommend allotment of available funds from the program start-up fund to the State Budget Agency and the State Budget Committee.
- (18) University-Based Business Assistance Initiatives. Together with the Indiana Economic Development Council, the Commission is to recommend allotment of funds for university economic development projects.

RESTRICTIONS; MANAGEMENT

The Commission shall have no powers or authority relating to the management, operation or financing of Ball State University, Indiana University, Indiana State University, Purdue University, Vincennes University, the Indiana Vocational Technical College, or any other state educational institution except as expressly set forth in this chapter. All of the particulars, management, operations and financing of all state educational institutions shall remain exclusively vested in the trustees or other governing boards or bodies of these institutions (*Formerly: Acts 1971, P.L. 326, SEC.1*)

Mission of the Commission

The Commission for Higher Education was created by the General Assembly in 1971 to plan and coordinate Indiana's system of educational opportunities beyond the secondary school level. A primary purpose of the Commission is to bring a comprehensive and long range view to the state's involvement in and support of postsecondary educational opportunities.

The Commission's work should:

- Exhibit a concern for access, choice, diversity, distinctiveness, and quality;
- Reflect the limited resources which are available to the state, students and parents, and institutions; and,
- Acknowledge the multiple purposes and constituents of the state's public and independent colleges and universities.

The Commission's direct clients are the General Assembly and the Governor. Its indirect clients are present and future students and all those parties that benefit from an educated citizenry, including employers, communities, and the state at large. The Commission's colleagues include the public and independent colleges of Indiana and the various state agencies that are involved in postsecondary education matters. In meeting its mandates and serving its clients, the Commission strives to conduct its activities in a spirit of cooperation with its institutional and agency colleagues.

The Commission's statutory mandate includes certain responsibilities. Its principal responsibilities to be accomplished on behalf of the state, include:

- Mission statements;
- New degree programs; and,
- New branches, regional campuses, extension centers, and colleges or schools.
- Plans, including the statement and analysis of alternatives;
- Recommendations on policy and fiscal matters;
- Recommendations on the future of existing degree programs;

- Alternatives for assisting community and employer groups who want to explore postsecondary education alternatives; and,
- Timely and accurate data on Indiana's postsecondary education system, including students, programs, institutions, budgets, facilities, and relevant federal programs.

As a lay Commission, representative of the various areas of the State, the Commission seeks to bring the best of citizen insights to its deliberations, decisions, and recommendations. In carrying out its responsibilities, the Commission attempts to avoid infringing upon the governance responsibilities of trustees, the management prerogatives of institutions, the powers and prerogatives and the General Assembly and the Governor, and the statutory responsibilities of other state agencies.

To a degree, the Commission is reactive in that it responds to the requests of the General Assembly and the Governor, the educational and budgetary initiatives of Indiana's colleges and universities, the needs and desires of distinct communities of the state. Equally important, the Commission develops its own initiatives, in cooperation with appropriate groups, when it concludes that such efforts are in the best interest of the state and its system of postsecondary education. In developing these initiatives, the Commission seeks to focus, inform, and influence public policy and public investment.

In the development of its own initiatives the Commission is sensitive to the independent governance responsibility statutorily provided to the individual boards of trustees and the management prerogatives of the institutions. Commission initiatives are focused primarily on statewide public policy issues affecting higher education and on issues affecting overall state investment in higher education. The Commission's operating principles will be designed to focus the attention of the higher education community on the issues and to act as a catalyst in developing a consensus on the direction public policy and/or public investment should take. The Commission however, reserves the right to make independent recommendations where a consensus cannot be reached.

Principles of Operation

The Commission will follow the following operating principles in carrying out its mission.

1. The Commission will maintain strong working relationships with both public and private institutions and promote distinctive institutions and inter-institutional cooperation through studies, recommendations and the general posture of the Commission.
2. The Commission will highlight postsecondary education issues and the work of the Commission through hosting regular informational meetings with members of the General Assembly throughout Indiana.
3. The Commission will work with the Governor and other state level officials to develop a common understanding of opportunities and issues which need to be addressed as part of a short and long range postsecondary education program for Indiana.
4. The Commission, in cooperation with institutions, communities, and other segments of Indiana society will identify postsecondary education activities and programs which will contribute to Indiana's future and recommend to the Governor, the General Assembly and the Higher Education community the appropriate means of implementing new programs.
5. The Commission will continue to maintain relationships with business, labor and other non-educational constituencies in order to facilitate and widen understanding between postsecondary education and the constituencies which it serves.
6. The Commission will continue to recognize the critical relationship between postsecondary education and secondary education and believes that the efficiency and effectiveness of Indiana education will be enhanced by strengthening the articulation between these two sectors of Indiana's educational system.
7. The Commission will continue to stress the principle that education's aim is to assist individuals to reach their full potential as persons, as citizens, and as contributing members of society.
8. The Commission believes that Indiana higher education is best served by developing a positive working relationship with the institutions, one that is based on a mutual understanding and respect for each other's role. Emphasis should be placed on identifying common issues on which we can work together.

Goals for Public Investment in Higher Education

The Commission for Higher Education has adopted a statement of goals for public investment in higher education which serves to guide the Commission in the conduct of its planning, policy and budgetary recommendation responsibilities. This statement, developed in consultation with the institutions and other constituencies, serves to provide very general and long term goals toward which the Indiana system of educational opportunities beyond the secondary level should be directed.

The goals are:

1. Access and Choice — Indiana should provide opportunities for its citizens to pursue the programs and campus experiences which best meet their needs.
2. Institutional and Economic Diversity — Indiana higher education should include distinctive institutions which, as a system, offer a comprehensive range of programs.
3. Maintaining and Improving Quality — Indiana should enhance the quality of higher education it provides.
4. Basic and Applied Research — Indiana should provide sustained support for both basic and applied research.
5. Meeting Community and Industrial Needs — Indiana postsecondary education should serve the needs of the communities, business and industry, agriculture, and other segments of Indiana society.

Planning Initiatives for 1989-91

The Commission for Higher Education's plan for work during 1989-91 approaches the future of Indiana postsecondary education from two perspectives. The shorter range perspective, from 3 to 10 years, will be pursued through the standard planning cycle of 1989 followed by the 1990 budget review cycle. During this cycle, the Commission will continue a set of planning initiatives focused on making progress on strategic directions identified in the 1987-90 Work Plan. Concurrently, during the first two years of the work plan, the Commission, in consultation with the institutions, the Governor, the General Assembly and the Indiana public, will take a longer range perspective of what the Indiana system of postsecondary educational opportunities ought to be for the next century.

The Long Range Perspective: Vision 2000

The first and only comprehensive long range plan of how Indiana provides postsecondary opportunities to its citizens was adopted in 1973. Since that time the *"Indiana Plan for Postsecondary Education"* has been updated biennially. The Commission proposes to use the first year of the 1989-91 work plan to begin a comprehensive review of how Indiana should prepare itself for the next century. The proposed review would begin with working papers forecasting a variety of trends for the year 2000. These forecasts would be discussed at the biennial governor's conference for college and university trustees in January 1990. This activity would be followed by an invitation to each Indiana postsecondary institution to develop a plan for the next century. This plan would consist of or build on the scheduled update of the campus service plans which are scheduled for submission in February, 1990. Of particular concern are how the individual plans relate to each other and the projected state and community needs. Interested groups outside the institutions will be invited to submit their vision of what the Indiana system of postsecondary education should be at the turn of the century. These plans will be discussed and culminate in a report from the Commission to the Governor and General Assembly in January 1991. The outline of this proposed planning process is as follows:

- I. Preparation for the Governor's Conference - "Indiana's Postsecondary Education System for the Year 2000" (September 1989 - January, 1990)
 - A. Keynote paper addressing higher education in 2000.
 - B. Background papers to be prepared by Commission staff, the institutions or appropriate agencies during the fall 1989 forecasting what the system and conditions will be if our present course continues as well as needs and demands expected by the turn of the century.

1. Forecast 2000: Social and Economic Factors: Need and Demand
2. Forecast 2000: Demographic
3. Forecast 2000: Enrollment Projections
4. Forecast 2000: Faculty Trends
5. Forecast 2000: Resources Needed
6. Forecast 2000: Cost of Attendance
7. Forecast 2000: Unit Costs
8. Forecast 2000: Technology

II. Vision 2000: the Ideal Postsecondary System for the Next Century (May, 1990)

The institutions and interested parties such as the faculty, the students, the Commission for Vocational Technical Education, the Chamber of Commerce, labor unions, and others would be invited to present their view of the ideal postsecondary system for Indiana into the next century at a follow up conference of Trustees and others for May, 1990.

III. Review of Constraints to the Ideal System of Postsecondary Education for the 2000 (January-May, 1990)

During January to October, the Commission staff and the institutions would prepare for Commission and Trustees a series of papers which review the apparent constraints to the 2000 vision such as:

1. Constraints 2000: Economic/Resources
2. Constraints 2000: Cost of Attendance
3. Constraints 2000: Incentive Reward Structure
4. Constraints 2000: Role, Mission and Structure
5. Constraints 2000: Funding Levels and Procedures
6. Constraints 2000: Patterns of Productivity

IV. Development of the Plan, Indiana Postsecondary Education 2000 (December, 1990)

The Commission would work with institutions and others to reach agreement on a Indiana Postsecondary Education 2000 Plan during May-October, 1990 with Commission action on a plan scheduled for November, 1990.

The Shorter Range: Strategic Directions Underway

In 1987, the Commission identified a set of strategic directions toward which Indiana higher education might move through a series of coordinated planning initiatives. The strategic directions extend over periods of three to ten years. They overlap with each other and may be mutually reinforcing. These strategic directions are not in priority order and therefore, the order does not reflect their relative importance to the Commission. The strategic directions are as follows:

- A. *Improve College Participation*
- B. *Improve Preparation for Postsecondary Education*
- C. *Improve Undergraduate Education*
- D. *Strengthen Postsecondary Vocational Technical Education*
- E. *Strengthen Professional and Graduate Education*
- F. *Improve the Use of Technology*
- G. *Improve Educational Productivity and Review the Budgetary Process*
- H. *Strengthen Higher Education's Role in Economic Development*

The Commission's Work Plan for 1989-91 proposes a continuation of efforts toward improvement in each of the strategic directions with the following planning initiatives under each Strategic Direction. The year the Commission expects action on the initiative is indicated.

A. Improve College Participation

The Commission's biennial report on future directions for Indiana higher education (January, 1986) included a special planning initiative to determine and monitor college participation rates. In June, 1986, the Commission adopted a specific methodology for determining participation rates. Also in 1986, the Commission helped to found a coalition, the Steering Committee for Improved Participation in Postsecondary Education (SCIPPE), having a long-term agenda for improving the college participation and success rates of recent high school graduates.

In October, 1986, the Commission contracted with Indiana University for the new Indiana College Placement and Assessment Center. The Center communicates individually with ninth grade students and their parents about the value and affordability of higher education and the importance of keeping options open by planning well while still in high school. In 1988-89, the Center's communications reached 85 percent of the ninth graders in the State. In 1989, the General Assembly appropriated funds for a major expansion of Assessment Center services.

As a continuation of the activities described above, the Commission will address five initiatives for 1989-91. These initiatives are:

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| 1989 | 1. Oversee the expansion of the Assessment Center's services to include students and their parents in grades nine through twelve. This expansion will begin in July, 1989, and will be completed by June, 1991. Planning for that expansion will be completed by December, 1989. |
| 1989 | 2. Examine the Issues and Policies for Developing Reciprocity Agreements with Surrounding States. With the approval of 1989-91 biennial funding for southeastern Indiana citizens to attend a nearby out-of-state institution, the Commission has begun discussions with Kentucky to allow people on both sides of the river to attend the nearest higher education institution at lower than out-of-state tuition rates. |
| 1989 | 3. Prepare a report for the General Assembly on the need for a facility and program in Elkhart as specified in House Concurrent Resolution 129. |
| 1989-1992 | 4. Continue to develop through the Steering Committee for Improved Participation in Postsecondary Education (SCIPPE), regional or community networks supportive of high school students who traditionally do not continue their education beyond high school. This expansion of the SCIPPE campaign will extend through 1992. |
| 1989 | 5. Develop a plan for improving minority participation and retention in Indiana higher education with the institutions. |
| 1991-1992 | 6. Explore the pros and cons of a coordinated admissions policy for the state's public institutions. Under such a policy, prospective students might be able to file a single application and to receive a list of those public campuses prepared to accept them. |

B. Improve Preparation for Postsecondary Education

The Commission's previous efforts to improve preparation for postsecondary education include a long-range plan, described in the biennial report on future directions for Indiana higher education (January, 1986). The first three steps of that eight-part plan have been accomplished: Adopting a common statement of the basic skills needed for success in college and at work (December, 1986), identifying a common set of tests of basic skills (Department of Education's ISTEP testing program, funded by the 1986 General Assembly), and the funding and establishment (also in 1986) of the Indiana College Placement and Assessment Center.

The fourth step in the Commission's eight-part plan consisted of a pilot project in 1986-87, during which ISTEP tests and Assessment Center services were offered to a limited number of ninth grade students. The fifth step, statewide expansion of that collaborative effort, has begun but is not completed.

As a continuation of the implementation of the long-range plan for improving preparation for postsecondary education, the Commission will pursue two initiatives for 1989-91. Through these initiatives, the Commission will

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| 1990 | 1. Review the technology-based Adult Literacy Programs for K-5 through K-12 to prepare a competitive workforce. With the mathematics project (PALOS) from Purdue already underway, the Commission will review the extent to which technology can help in the area of language arts. |
| 1991 | 2. Develop a working relationship with the Department of Education that will permit access to ninth grade ISTEP test scores for the purpose of communicating directly to parents about the significance of their children's scores in terms of postsecondary preparedness. Begun in 1986, and facilitated by action of the 1989 General Assembly, this initiative will be completed in 1991. |

C. Improve Undergraduate Education

The current investment, and future investments, of state resources must be examined carefully in the context of the need to strengthen undergraduate education. In order to provide wider access to citizens who have not traditionally participated in postsecondary education, many of whom are inadequately prepared to successfully complete a college education, the Commission would:

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| 1989 | 1. Adopt a plan for improving retention/completion rates in Indiana higher education. Further analysis will be done to help indicate strategies and monitor progress. |
| 1990 | 2. With respect to improving degree completion rates for part-time students, the Commission will create a task force for the purpose of recommending a plan for improving part-time students' rates of progress toward degrees. |
| 1990 | 3. Explore and prepare a refinement of the mission distinction between the graduate-research campuses and the regional campuses whose primary mission is undergraduate teaching. |
| 1991 | 4. Develop a comprehensive list of accountability mechanisms for determining student achievement currently in place and, in consultation with the institutions, encourage the development of new ones. This project would begin in 1989 and end in 1990. |

D. Strengthen Postsecondary Technical Education

Several strategic directions and initiatives in the Commission's Work Plan for 1989-91 respond to the needs of students pursuing postsecondary technical education. They include Improve College Participation, Improve Preparation for Postsecondary Education, Improve Undergraduate Education, and Improve Educational Productivity and Review the Budgetary Process.

These strategic directions and related initiatives are designed to provide the support necessary to move postsecondary technical education forward into the 1990s. In addition to these, the Commission has identified postsecondary technical education as a strategic direction in its own right — both during the 1987-89 period and the 1989-91 period — because of a growing demand for this segment of postsecondary education, which currently serves both recent high school graduates and those individuals re-entering education after having been out of the educational process for a number of years.

Among the problems continuing to need attention is the ease of transition from secondary education to postsecondary programs and between postsecondary institutions and programs. During 1988, the Commission for Higher Education enlisted the cooperation of the postsecondary education community in developing a limited number of articulated two-year program offerings, which feature university-provided general education courses and technical courses delivered by Indiana Vocational Technical College (IVTC). The purpose of this initiative was to facilitate students' movement from where they began in higher education to where their potential might lead them.

Two planning initiatives are proposed for 1989-90 to address this strategic direction.

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| 1989 | 1. In response to Senate Concurrent Resolution 18, prepare a report on Transfer of Credit which describes how well IVTC students are able to transfer credit from IVTC courses toward baccalaureate programs provided by public universities. |
| 1990 | 2. Work in cooperation with the Commission on Vocational and Technical Education (a) to validate criteria for and provide state level evaluation of postsecondary technical programs, (b) to provide access to the Commission's Academic Program Inventory, Student Information System, and Program Review databases, and (c) to otherwise assist the Commission on Vocational and Technical Education in implementing its long-range state plan for a comprehensive vocational education program in Indiana. |

E. Strengthen Professional and Graduate Education

Quality graduate and professional programs are expensive to initiate and maintain because of the need for highly qualified faculty to teach in such programs, and because of the support services and facilities needed, ranging from complex computer and laboratory equipment to clinical resources. However, because of technological advances and increasing demand for sophisticated services, quality graduate and professional education is critical to the future development of Indiana, as well as the nation. For these reasons, the state of Indiana must carefully assess its investment in higher education in order to ensure that appropriate, quality graduate and professional educational opportunities are being provided in an effective and efficient manner.

Under this strategic direction, the Commission would:

- 1989 1. Develop a policy for implementing graduate programs in Indianapolis while improving the quality of the undergraduate programs at IUPUI.
- 1990 2. Analyze the long-term faculty needs in higher education. In order to assess the condition of the faculty for the year 2000, it is necessary to determine how many faculty will retire each year and what the expected turnover rate is for other faculty and instructors.
- 1991 3. Review teacher education in Indiana in the context of a national board of standards for teaching.
- 1991 4. Determine the implications for the state and its citizens of changes in accreditation requirements. This project would begin in 1990 and end in 1991.

F. Improve the Use of Technology

With the introduction of a number of new technologies, the Commission and the postsecondary institutions will be examining how these approaches might be used effectively in improving student learning and delivering degree programs and courses in a cost-effective manner. Efforts to develop a library automation network will continue and will be based on the university efforts.

The following planning initiatives are proposed:

- 1989 1. Complete the library automation plan by including the interested private colleges and universities in the network and develop a plan and budget for resource sharing among all of the private and public universities in the network.

G. Improve Educational Productivity and Review the Budgetary Process

Much of the Commission's assigned coordinating responsibility is intended to promote educational productivity. While the State's role is one of support rather than direct involvement in education, the State can organize its objectives, incentives, and investment programs in ways which improve institution's efforts to increase the efficiency and effectiveness of ongoing programs.

Every two years following a major budget session the budgetary process should be evaluated to determine what changes or refinements should be considered before the next session. The budgetary process that leads to the state's recommendations and eventual appropriations is the primary tool in reviewing institutional operations and financial performance, and in addressing new initiatives. This process should be continually reviewed to be sure it insures efficient and effective use of available state dollars. This review should be completed in time to provide recommendations to the state budget agency prior to the 1991-93 budget cycle. Routinely included in this initiative will be comparative funding analysis, a review of progress on statewide goals and objectives, improvement of data collection, review procedures, and review of budgetary incentive mechanisms.

Specific planning initiatives include:

- 1990 1. Continue the biennial update of the report on how students pay for college.
- 1990 2. Prepare a report addressing cost increases in higher education and how Indiana might control these costs by altering or modifying the present method of financing higher education.
- 1990 3. Review debt service in higher education budgeting and consider if alternative arrangements are advisable.
- 1990 4. Assess the import of student housing on campuses with a nonresidential mission and determine the implications for the state.